DOCUMENT RESUME

ED 243 251 EA 016 747

TITLE	Staffing Alternatives: Use of Retired Persons, Flex-Time, Job Sharing and Other Suggestions. Suggested Personnel Policy Guidelines for School Districts. [Revised].
INSTITUTION	Oregon State Dept. of Education, Salem.
PUB DATE	Sep 83
NOTE	25p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Early Retirement; Elementary Secondary Education; Employment Practices; *Flexible Working Hours; *Job Sharing; Part Time Employment; *Personnel Policy; Time Management
IDENTIFIERS	Oregon

ABSTRACT

This report addresses three alternatives in employing certified and classified staff in school districts: early retirement, flexible working hours, and (in the most detail) job sharing. It is noted that financial reductions make it difficult for schools to meet both their budgets and rising community/parental expectations, while declining enrollments and the increasing age of school personnel further complicate the staff management problem. Early retirement is suggested as a means of reducing the total number of school employees; to illustrate features of such programs, results are cited from a survey of Oregon school districts using early retirement. Alternative daily schedules are briefly noted as a way of staggering work schedules and serving staff needs. Job sharing is emphasized, with analyses of the advantages and disadvantages to both job sharers and school districts. Union objections to job sharing are summarized as well. Included are some tips on implementing job-sharing arrangements. Appendixes provide (1) a job-sharing checklist, (2) a bibliography, and (3) a description of a series on creative cost management. (JW)

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SUGGESTED PERSONNEL POLICY GUIDELINES FOR SCHOOL DISTRICTS

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STAFFING ALTERNATIVES

USE OF RETIRED PERSONS, FLEX-TIME, JOB SHARING AND OTHER SUGGESTIONS

EA 016 747

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STAFFING ALTERNATIVES:

Use of Retired Persons, Flex-Time, Job Sharing

and other Suggestions

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September 1983

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FOREWORD

Education aims to offer the best programs possible; to do so, personnel need clear guidelines as to what to expect in the affairs of management.

The passage of time brings changes to the operation and management of Oregon school districts. The Personnel Management Advisory Committee develops materials which help school districts meet the requirements of state and federal statutes. It also looks ahead to offer suggestions in relatively new areas of personnel management.

Staffing Alternatives is one in a series of publications on personnel practices developed by the Personnel Management Advisory Committee and published by the Oregon Department of Education. It is designed to assist school boards and administrators as they plan for any change in staff size.

Special thanks to the Personnel Management Advisory Committee, especially the subcommittee, chaired by Gary Burton, who worked on this revised publication. For more information, contact Milt Baum, Associate Superintendent, Office of School District Services, 378-4772, or George Martin, Department consultant, 373-7172.

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Introduction

This publication of the Personnel Management Advisory Committee of the Oregon Department of Education is designed to help local school districts develop alternative ways to employ and assign both certificated and classified staff.

This document emphasizes suggestions for staffing alternatives that may strengthen the use of personnel. It also provides suggestions that may help districts maintain the best possible educational programs and services during periods of reduction in financial resources.

The challenge in good as well as poor times is to find creative and cost-effective ways to use staff. This publication provides suggestions and information to help administrators adjust to the circumstances that face school districts when money is in short supply.

The student body is much more complex than it was 10 and 20 years ago. In addition to those young people who are primarily interested in preparing for college, schools now have a large number of students with different needs. This population includes more blacks, native Americans, Mexican-Americans, Southeast Asians and others. The special needs of these groups have increased in variety and cost. The importance of providing trained staff to help meet these needs is recognized by school people but possibly not by the general public who is asked to pay more for what it may not recognize as the school clientele.

The consequence of this increasingly complex school population has been greater stress, more demands, and a need for specially trained staff and improved public relations. All of this has made it necessary to seek not only more teachers, but more support staff including supervisors and administrators.

In addition to the changes in the student population, there have been significant increases in the requirements placed on the schools. Each new program or requirement mandated means schools must find a qualified person to manage and implement it. Although schools are often required to do this without additional funding, they approach the challenge in a positive manner and often succeed. Because the expenditures involved are included in the general fund budget, the increased cost of education is often thought of as more money to do the same things that parents and other taxpayers remember from the time they were in school.

One of the major methods of accommodating these increased requirements has been to add support staff such as aides, counselors and instructional improvement specialists. All are needed. All add to costs. Few are visible to most observers.

In addition to these pressures, other factors have serious implications for the management of school personnel. Among them are the current crisis in school finance, the reduction in enrollments in most districts, and the changing age composition of the school staff.

The major, and most obvious cause of school management problems is the limited financial status of the nation and of Oregon in particular. The reduction in state revenues and its impact on school districts is all too well-known. Add to this the reduction in federal funds, and school districts find it nearly impossible to continue educational programs at the level parents and citizens expect. The burden of financial support is thus placed increasingly upon property owners. Their ability to make up any significant part of the loss is limited. Recent proposals to limit the use of property taxes for support of state and local efforts have been defeated but the public may be asked to vote on similar issues in the future.

The second major problem facing many districts is the reduction in enrollments as the wave of young people born in the 1950s and 1960s has passed through the schools. Many facilities have so many empty classrooms that districts are forced to consider closing them, with a resulting reduction in work force. This may make it necessary for districts to consider ways to protect present employees, while reducing full-time equivalency.

A third fact affecting the management of school personnel is that the average age of most school staff members is increasing. As enrollments drop and dollars disappear, the ability of a district to expand its services also diminishes. Fewer new positions are created and many that have been established must be eliminated. The reductions usually affect teachers with less seniority first, as most senior staff members are retained. However, more teachers are reaching requirement age. Therefore, needed reductions can sometimes be met through attrition and by leaving vacancies unfilled. This practice is used in many public agencies.

Another factor that must be considered is the public relations program of a district. Because there are now a great number of single parents who work full time, it is more difficult to reach the home and to encourage parents to play an effective role in the joint responsibility of helping children grow. This is paralleled by the additional factor that there are many more people in the voting population who no longer have children in school. The problem of reaching both groups in a meaningful way is complex, and the increase in their numbers makes the challenge that much greater to board members and administrators.

Clearly, pressures on districts and their personnel are great. Every means must be sought to reduce the cost of education to the point where the public can and will support it. Their support must meet the needs of all students and the requirements of local, state and federal statutes, rules, regulations, contracts and court decisions.

Staffing

Teachers are the most important factor for learning. Districts have recognized this fact, and in recent years have tried to provide more support personnel to assist them by considering the following:

1. Morale

   Before considering any staffing options, districts and their administrators must become alert to the personal needs of staff members. Who are they? What is their home environment like? Do they have families?

   Are employees happy? Are they working under stressful conditions? If so, what can the district do to help? Could a staff member be happy in part-time employment and shared assignments? What individual interests and preferences can be met in such arrangements? District administrators may find it useful to set up some form of staff counseling to assist individuals in appraising their situations and in seeking answers to these questions.

2. Assistance

   Assistance in performing assigned duties may be provided through:

   - counselors, learning specialists and teachers who are specially trained to deal with specific types of handicaps.
   - classified persons such as aides--classroom, office and library--and interns (who may hold certificates) or representatives from the business community.
   - volunteers, tutors, older children helping younger, or other peer relationships.
   - student teachers, other college students and temporary employees.
   - outside contracting for the services of support staff.
   - a business in a community which "adopts" a school and provides technicians and other employees with special talents to give instruction in career and interest topics.
   - local community college or other higher education personnel, by sharing staff members and reciprocating in some way.

3. Costs

The major expense in education is staff salaries and benefits. Reducing compensation may require further bargaining with employees. One way to reduce cost is to develop and implement some form of alternative staffing designed to retain as many individuals as possible, using revised position descriptions that accommodate this effort. The position description is an extremely important element in this process. It will probably be necessary to provide some form of training for staff involved in any modified staffing program. This is particularly true for volunteers serving the district.

District administrators can obtain assistance from the education service district serving their county. This agency may serve as a broker to bring districts and resources together.

Staffing Options

Three alternative staffing options are presented here in more detail. They are:

- early retirement
- flex-time
- job-sharing

Early Retirement

Teachers may retire before the required age of 70 either by choice or because physical disability makes further work impractical. In either situation, the procedures and benefits are the same.

The 1981 Oregon Legislature greatly changed the state retirement benefits. The law allows full benefit for any state employee who has reached age 55 and has 30 countable years as a member of the system. The amount of requirement benefits involved makes this a very attactice alternative to early retirement. It must be remembered that insurance, taxes, and a number of other benefits paid through payroll deductions are not available to the early retiree except as mentioned below. Social Security benefits also will be delayed until the person reaches minimum age for payment.

A number of schcol districts in Oregon, primarily larger ones, are using the early retirement program as a way to reduce the total number of employees and cope with reduced resources. Some have worked out various plans to continue some form of financial payment to the retiring employee for a period of time. The plan is often geared to the time when the employee may expect to begin to receive Social Security benefits.

These district-provided plans often continue to pay all or part of the insurance premiums, at least for a period of time. A frequent arrangement is to provide a remuneration that may require a limited amount of service by the retiree, such as curriculum writing, inservice programs or substituting. Districts should consult legal counsel before adopting such a program (see Attorney General Opinion B109, April 15, 1962). It should be noted that the Public Employees Retirement Board has established 600 hours annually of public employment as a limit beyond which state retirement benefits are subject to reduction.

Another alternative for retiring staff members is to allow them to work a lesser amount of time, daily or weekly, similar to that described for flex-time and job-sharing programs.

The Confederation of Oregon Administrators conducted a survey of the practices used in Oregon school districts in January 1983. The results showed that teachers and administrators were involved in early retirement

more often than classified employees and detailed the benefits provided. This survey was addressed to most of the larger Oregon districts and a similar number of those that are smaller. The returns are as follows:

	Received From	Have a Program to Provide Benefits
Large districts	26	21
Small districts	19	3
Totals	45	24

These figures show that most small schools have no formal plan. The following data include all schools, both large and small, that do have a plan.

Three of these 24 districts provide a one-time flat grant; the largest is $1,000.

Reason for Use	Number of schools
Incentive	16
Reward for Services Rendered	11
To Meet District Needs	11

Eighteen schools surveyed provide monthly stipends, which are distributed as follows:

Amount	Number of Schools Offering
$200	1
$300	3
$400	5
1/2%	2
1%	2
1 1/2%	1
no amount indicated	4

In most cases the stipend is granted to employees age 58 to 62; several are granted until age 65 or the start of Medicare. There are some other variations.

Insurance benefits are continued in 22 districts:

Most are for both employee and spouse--employee - 21; and spouse - 20
Most are for some or all medical-type coverage
Three of four include life insurance
These are available most often from ages 58 to 62.

Some form of professional service is expected in six districts. Three list the type of service; most indicate that agreement is reached at the time of retirement and, probably, annually thereafter. The length of this service is typically 15 days per year.

Most of the districts with a retirement program have a requirement for those eligible to take part in the plan. Typically, the years of service to the district are set--ranging from 3 to 20 years; some combine experience elsewhere.

The plan include details for the administrative procedures in four districts.

2. Flex-Time

Flex-time is a system through which employees may schedule daily or weekly hours other than the typical 8 to 5, five days per week. While this may be used for full-time employees such as custodians whose daily schedule must obviously vary from the "typical," it may also be used to reduce the total time an employee works for the district.

Other examples of assignments that involve some form of flex-time are: "early-bird" classes, double shifting, year-round school, four-day week and its variation--4 1/2-day week with one afternoon (Friday) devoted to all student activities. This system is basically a variation of the job sharing that is described below, the major difference being the hours that are worked in contrast to those of the usual school day or week. Twenty-three districts were reported in a survey conducted by the committee in 1981 to be using this program in some manner.

3. Job Sharing (Shared Time)

Many of the pros and cons of this option will also apply to flex-time and other options that a district may consider for maintenance of quality programs. Job sharing is a system through which two or more persons are employed to staff a single position. Thirty-five districts reported using some form of this plan in 1980. A modification would be the use of temporary part-time employees for limited assignments.

The following analysis of the advantages and disadvantages of shared time are summarized from Job Sharing,* an Educational Research Service publication. While these statements are designed to apply to many types of job sharing, they will satisfactorily address the issues which apply to education and to school district employees as well.

*Job Sharing: An Alternative to Traditional Employment Patterns, ERS Information Aid, Educational Research Service, Inc., 1880 N Kent Street, Arlington, VA 22209, 1983

Advantages to Job Sharers

Job sharing can fill special needs of both the employee and employer. It provides the worker with two primary benefits: continued employment and increased discretionary time. Proponents of job sharing claim that secondary benefits are accrued as well: reduced fatigue, improved morale, a higher energy level, and reduced tedium and frustration from menial jobs. Proponents also say that job sharing permits employees to pursue broader and less pressured lives, and to share the burdens and responsibilities of raising a family with their spouses.

Career and financial gains can also be realized from job sharing. Some individuals may prefer to begin their teaching careers by working part time. Others who reduce from full-time work, such as those with young children, need not expect a 50 percent pay cut since income tax laws are structured so that a reduced salary places a person within a lower tax bracket. Thus, a 50 percent cut in gross pay will not result in a 50 percent reduction in net pay. Job sharers remit proportionally less money in taxes to government.

Disadvantages to Job Sharers

For employees, the most obvious disadvantage of job sharing is diminished salary. Many persons cannot live on less than full-time wages. This overriding factor limits the number of people who can participate in job sharing arrangements.

The possible reduction in fringe benefits may deter other individuals from job sharing. Supplemental and compensatory benefits, since they are largely under the employer's discretion (perhaps through a negotiated agreement) are generally prorated according to the number of hours worked. Nevertheless, the employer often has the option to further reduce these benefits or exclude them entirely, possibly as a method of compensating for increased costs of statutory benefits. Conversely, the employer may offer full benefits to job sharers, possibly to induce greater employee commitment.

Special attention should be given to the impact of job sharing on employee permanent status. Oregon statutes provide for this consideration (ORS 342.845(2)).

Another disadvantage of job sharing is that career advancement can be delayed. Job sharers may have to guard against being unfairly manipulated by others in the organization and against being overly devoted to their work. Although job sharers often are scheduled to work 20 hours per week, some say they actually spend much more time than that on the job.

Certain forms of job sharing (e.g., job pairing) require consistent commitment between partners. Some job sharers, therefore, must structure their schedules so there is an overlap time during which they can brief one

another. These meetings may be considered unproductive time in the sense that employees are not performing tasks directly related to the job. Furthermore, job sharers must sometimes attend meetings on their time off. The type of individual selected as a job partner is crucial to the success or failure of the venture.

Advantages to Employers

Employers lose skilled workers in many ways. The most experienced employees are often lost to organizations through retirement. Others are forced to leave as a result of family responsibilities, usually mothers who have begun to raise children. Boredom and lack of commitment are additional reasons for turnover. For many employers, a sudden reduction in experienced staff creates an unsettling situation, one that might be avoided through job sharing. Employers can encourage a commitment to sharing work by emphasizing two factors: (1) protection for employees who might otherwise face layoff and (2) the fact that job sharing can meet workers' personal needs. In general, the turnover rate for job sharers has been found to be lower than the turnover rate for the work force as a whole.

Advocates of job sharing insist that employers benefit from sharing arrangements in numerous ways. Foremost among their claims is that job-sharing promotes an increase in productivity. There is evidence that job sharers exhibit less tardiness and absenteeism than full-time workers. With respect to work performance, the results of several studies indicate that job sharing has increased employee output (note that these data are derived from studies that do not include educational programs and services):

- A comparison of part-time and full-time social workers participating in a Boston project indicates that two part-time workers averaged more face-to-face contacts with clients than did one full-time worker. They averaged 20 percent more (rather than 50 percent less) telephone contacts with clients and others involved in their cases.

- Greater productivity was one of the most frequently perceived advantages of job sharing cited by library administrators.

- A vast majority of the job sharers (28 out of 35) who had reduced their workloads from full time, indicated that they felt they were now more productive on the job. Supervisors who had the opportunity to witness the work of individuals in both full-time and part-time settings tended to concur with their employees' assessment.

Employers can also benefit from job sharing in any of the following ways:

- Job sharing can serve as an alternative to layoffs.

- Job sharing enlarges the talent pool from which employers select their personnel.

- Job sharing allows the employer to place within a full-time position two individuals whose abilities complement one another.

- Job sharing increases the opportunity for organizations to comply with affirmative action goals and related legislation.

- Job sharing permits organizations to arrange employees' schedules so that most hours are worked during periods of high student load.

- Job sharing provides readily available substitutes for employees who are unable to work due to such situations as illness, family matters and vacations.

- Job sharing can prove beneficial in work situations distinguished by "time-pressure" tasks or other stressful stimuli.

- Training expenses can be reduced under job sharing since the partner of a departing job sharer is often able to instruct the replacement.

- The interaction between two job sharers can lead to stimulating ideas that would not have been formulated otherwise.

Disadvantages to Employers

Employers may incur greater costs when utilizing job sharers. Some employers may be required to pay job sharers full compensatory and supplementary benefits, unless otherwise provided in collective bargaining agreements. Administrative costs increase since more workers are on the payroll. For example, statutory benefits such as social security (FICA) and state taxes for unemployment cannot be prorated. Recordkeeping, communication, staff evaluation and personnel relations activities will require increased administrative time.

Management has long subscribed to the one-person, one-job concept. The principal advantage of this system has been that it is easy to determine which employee is responsible for particular tasks. Certain variations of job sharing preclude or diminish this ability. Job pairing, in particular, presents problems in determining accountability.

Some employers think negatively of part-time workers, describing them as "unreliable" and "unskilled." Proponents of flexible work schedules argue that this stereotype has developed from the erratic behavior of school-age youths and others working in low paying part-time jobs. They assert that the voluntary part-time labor force now contains a variety of talents and experiences that would be valuable to employers. They also believe that upgrading part-time positions will encourage workers to exhibit greater commitment and ability.

Union Reaction

The traditional response of most unions to job sharing has been negative. Their objections include the following:

- Union authority may become diffuse.
- Employers may use permanent part-time work as a method for reducing benefit costs.
- Employers might subsequently switch their entire work force to part time.
- Proliferation of part-time positions may deny some individuals the opportunity to work full time.
- Wage rates for some part-timers are below those given union members for comparable work.

However, there are indications that union resistance to job sharing has diminished somewhat in recent years. There have been instances in which various labor organizations at the urge of rank and file union members, have negotiated the conditions and terms for part-time work with management. Contracts containing provisions for part-time work have stressed that part-time work remain voluntary and that base salary scales and fringe benefits for part-time workers be preserved.

Implementing Procedures

Clearly, there are both advantages and disadvantages to job sharing. Problems, both administrative and personal, must be considered.

Districts that wish to discuss the possibilities of job sharing with their staffs and board members may want to first consider both the gains and losses to expect, as well as the need to help their staffs adjust to the changes. All employees should know what is going on and how it will affect those who continue in more traditional full-time assignments as well as those who job share.

The board may want to appoint a committee to study job sharing. It should include both certificated and classified employees. The result of this study should be the development of board policies and clearly stated procedures which are understood by all staff members. It is very important to describe the ways an employee may take a job sharing position or may be encouraged to do so by administrators, and the possible impact on permanent status of a certificated employee.

It is also important to develop some form of inservice preparation for those that enter into job sharing assignments. Such a change cannot be implemented without careful preparation by those who take part. Job sharing will create an entirely new career lifestyle. Employees will need help to start, to continue and to grow in its use.

A Job Sharing Checklist is provided in Appendix A, page 15. This will be useful in the development of district programs. Policies and procedures relating to job sharing may be obtained from Oregon districts and other sources which are listed in Appendix B, page 16.

Additional Suggestions

The following suggestions may help districts faced with decreased enrollment or funding. Some of these ideas are taken from, or may be supplemented by, the Department of Education publication, Managing Costs Creatively. (See Appendix C, page 17, for more information.)

A useful suggestion for both programs and personnel is to design the budget each year to provide positions and activities that will best serve an estimated number of students. Retain vacant positions and fill them as soon as possible. This will help reduce the loss of budget positions and programs that have already been approved.

The education service district is a major source of help for school districts. There are a number of ways in which this help may be carried out. District administrators should work with the ESD leadership to identify alternatives and to implement those that appear most useful.

One change that may be desirable is to consider assigning teachers to different patterns or periods and hours of class-related activity. For instance, a typical seven-period day in a secondary school, with preparation periods scattered throughout the day, could be reduced to six teaching periods with all teachers having preparation during the same time, either before or after the teaching periods. Such an arrangement would make it possible to reduce the number of teachers because each would be available to have a class all six class periods.

Another possibility is to arrange for sharing a special education, music or foreign language teacher either by moving the teacher from one school to another, or by bringing the students to a central location. The latter procedure allows the district to use school buses and to claim the 50 percent state reimbursement. This possibility would create problems, but most could be ironed out if the plan is otherwise useful. Small classes in the same school can be combined; i.e., foreign language, homemaking, etc., but it will be desirable to do so for levels that do not include the first or introductory classes.

Study of the length of the school day and school week or year may lead to the discovery that staff time and other related costs can be reduced. This may best apply to classified staff that have night as well as daytime assignments. It is important to note here that some of these procedures may

require waivers from the Department of Education or by the Teacher Standards and Practices Commission. Approval of procedural changes that require waivers or other action by another agency should be explored and agreement reached prior to final consideration of any such plans. The language of any applicable collective bargaining agreement must also be considered.

When making and implementing staff changes, it is extremely important to alter position descriptions and to provide for training and other preparation of all involved employees as well as to develop effective orientation programs for the entire staff. Equally important is the need to maintain strong supervision.

Districts planning to use volunteers or others not on their payroll should identify the amount of time that such persons will spend in district activities and provide for the nominal payment that will be required by the State Accident Insurance Fund (SAIF) for accident liability.

There are many facets to determining the procedures that may help a district function during times of economic crisis. It is important to carefully consider the details of any plans and their effects, both immediate and long-range. Some questions a district should ask are: Are students assisted to the highest possible degree? Are they encouraged to strive for quality? Are teachers given the maximum degree of support and encouragement as they strive to meet the conditions facing the district and its schools? Has everything been done to maintain cost-effective programs and services?

This book presents only a few cost-saving alternatives to the traditional full-time staff. There are many more possibilities for maintaining a quality school program at reduced costs. Appendix C, part of the Department of Education publication, Managing Costs Creatively, details several.

The Personnel Advisory Committee welcomes your comments and suggestions about the concerns presented in this publication. Please feel free to write or call.

APPENDIX A

PERSONNEL MANAGEMENT ADVISORY COMMITTEE

Alternative Staffing

JOB SHARING CHECKLIST

The following checklist may be used by a school district that is considering a job sharing staffing program. The items refer to those discussed in this document and are designed to call attention to selected critical concerns as they relate to this staffing alternative.

A district developing a job sharing program should consider the following:

1. Has the board adopted a job sharing policy?

2. Has the district developed a set of definitions describing the terms and the concepts involved?

3. Has the district identified the positions in which job sharing will be accepted?

4. Has the district determined a schedule for implementing and maintaining a job sharing program?

5. Have applications been developed that are appropriate to job sharing positions?

6. Does the district have a special selection process for use in job sharing?

7. Has a statement been prepared to describe the duties and responsibilities of job sharers?

8. Has a statement been prepared to describe the duties and responsibilities of supervisors involved in job sharing?

9. Has the district determined the compensation and other benefits to be provided?

10. Has the employment status of job sharers (permanent/probationary) been determined consistent with the statutes?

11. Have procedures been determined and announced for return to fulltime assignments?

12. Has there been consideration for the duration of the job sharing program and of individual assignments?

13. Has there been developed and announced a procedure for the use of job sharers as substitutes?

APPENDIX B

SOURCES OF INFORMATION

Management Policies and Procedures

The following have policies and procedures dealing with the content of this document. Copies are available from the districts upon request.

Beaverton
Coos Bay
Junction City
Lebanon
Oregon School Board Association
Oregon City
Reedsport
Salem

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APPENDIX C

Managing Costs Creatively (MC^2)

INTRODUCTION

This booklet is part of a series entitled, Managing Costs Creatively (MC^2). The series has been developed to provide school administrators with the experience gained by others facing a decline in resources. Many of the suggestions offered in these pages may bring about greater cost-effectiveness, and even improved productivity. They should not be construed, however, as recommendations from the Department, the State Board nor the State Superintendent.

The material is printed individually by section for the sake of economy, so that each section can be directed to appropriate district personnel. Section 1 discusses the problem of declining funds for schools and solution strategies. Section 2 lists cost-saving tips for district and school-level administration. Section 3 presents cost-saving tips in curriculum, instruction, vocational education, special education, student services and media services. Section 4 lists cost-saving tips for support services: buildings and grounds, maintenance, pupil transportation and food services. Section 5 addresses cost savings for community colleges.

Some cost-saving ideas are described further at the end of the section and are listed in the Table of Contents on the following page. If a suggestion seems appropriate to more than one area, it is presented more than once.

Furthermore, there are approaches to cutting costs that seem to apply to almost any program area. For example:

> Have you considered the skills of your staff outside the areas of their professional training? You may have access to good part-time carpenters, mechanics, etc., or those who could help with drama, music, archery, etc., because of hobbies or other work experience.
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> Have you considered exchange/trade-off arrangements with local business or industry (e.g., free lunches for volunteers to work with handicapped children, businesses to provide on-site learning settings or "consultants" in exchange for use of school facilities for their employees in the evenings, etc.)?
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> Networking--Have you considered different avenues of cooperative action between schools, between districts, through ESDs or regional cooperatives for sharing resources (mechanics, repair and maintenance contracts) and for group purchase of materials, supplies or commodities?
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> Are you utilizing industrial arts classes for construction projects (bookcases, partitions, rebuilding or refinishing furniture)?

Have you fully explored all angles of parent/volunteer involvement--garage sales, flea markets, donations, help as playground supervisors, helping locate used furniture or equipment from business or government offices where they are cutting back?

If you have additional ideas or resources to share with others, please send them to the MC^2 Clearinghouse at the Department. If you have comments or questions, call Don Egge, Associate Superintendent for Policy and Program Development, who is directing the MC^2 project. Telephone 378-8525.